

### Our Purpose

To examine Arizona Special Education State Board 401 rules, to propose rules that are clear, instructive, and aligned to the IDEA, and to provide guidance for implementation.

### Core Team

Kristina Blackledge  
Advocate & SEAP Member

Angela Denning  
Arizona Department of Education  
Deputy Associate Superintendent

Craig Carter  
Director of Special Services  
Washington Elem School District

Mollie Casson  
ESS Director, Kingman Unified

Jan Cawthorne  
Executive Director of Special  
Education, Mesa Public Schools

Wendy Collison  
Director of Special Education  
Glendale Union High School District

Elizabeth Conran, Chief Academic  
Officer, The Menta Group

Sarah Gamble  
Director of Special Education  
Primavera Online High School

Kristen Hartsuff  
Director of Special Education  
Glendale Elementary School District

Lorrane McPherson  
Treasurer, AZCEC

Kimberly Peaslee,  
Parent & Chairperson of CAC & SEAP  
Member

Heidi Sinkovic  
Director of ESS, The Leona Group  
Chris Tiffany, Raising Special Kids &  
SEAP Member

### Our Group Norms

- We engage in active listening
- We seek to understand
- We strive for a collective impact
- We honor the communication plan
- We support working for the greater good
- Our communication is timely and accurate
- We use rubrics to evaluate our work
- We need to learn and “unlearn”
- Reflection is critical to our success

### Consensus--A two tiered approach:

The Core Team will work toward unanimous consensus on every issue. If not an unanimous consensus the group will use a supermajority vote (11/13).

## Rule Committee – Core Team March 31, 2014 Communiqué

**Core Team Attendees:** Kristina Blackledge, Craig Carter, Mollie Casson, Jan Cawthorne, Wendy Collison, Beth Conran, Sarah Gamble, Kristen Hartsuff, Lorrane McPherson, Kim Peaslee, Heidi Sinkovic, Chris Tiffany

**ADE Support Staff:** Lisa Aaroe, Leslie Cooper-AG Office, Maria Durazo

**Meeting Location:** Mesa Public Schools, Student Service Center, 1025 N. Country Club Dr., Mesa AZ 85201

### Reflection:

**You’ve got to think about big things while you’re doing small things, so that all the small things go in the right direction.**

### What we did.

- The Core Committee met at Mesa Student Services and was supported by ADE staff and Leslie Cooper, Assistant Attorney General.
- We started with a review of complaints and concerns regarding Child Find from Dispute Resolution. For the past three years there have been fewer than 10 complaints per year with 2/3 being unsubstantiated. Per Dispute Resolution there does not appear to be any substantial issues. Raising Special Kids receives approximately 300 phone contacts per month with 10% regarding Identification/Evaluation/Assessment. About 15 calls per month are related to Child Find, mostly being concerns rather than requests, asking about timelines, and seeking general understanding of the process. AG’s office discussed information researched re: “Boundaries of Responsibility” noting this language isn’t used elsewhere. Regarding the difference between issuing Rules vs. Guidelines IDEA only requires written procedures – not one or the other – with engagement in the process through public hearing, notices, comments, and public participation. No group identified any specific Child Find concerns relevant to our work. The emails from the field provided for review did not reveal any concerns. The group then proceeded to read/review the crosswalks from SEAA, Michael and Julie Weatherly’s document regarding Child Find.
- In small groups we reviewed the work done on the Child Find definitions and considered rules. Most group discussions considered defining/describing Child Find as a process consisting of three parts: Public Awareness, Location (getting out information to parents/families) and Identification (interventions), and Evaluation. Small groups described various processes for working through the Child Find Process describing almost a flow-chart description of procedures. Some groups decided that Evaluation is not part of the process as the focus is getting to the evaluation process. Research into the Federal Register comments section of IDEA generated information for inclusion in the drafts.
- Questions that arose:
  - What is the format to follow? Current AAC or in the format of a guidance document?
  - Do we include current best practices in rule?
  - Is the definition to be defined really “Suspected”? Perhaps once that is clarified we’ll be better able to frame the rest of the rule and the process that will set the boundaries for the schools and parents.
  - Per the comments section of IDEA, should we identify “Suspicion/Suspect a Disability” and “trigger points”. Example ‘Suspicion of a Disability’ - “when despite research-based interventions and with progress monitoring the review of data suggests lack of progress, the student may be suspected of having a disability.”
  - And related to the above, do we need to define who can “confer suspected disability status”?
- During the afternoon session, we divided into three groups to each draft a version of rule for Child Find. The three documents were similar with agreement that the language of the rules be clear but not overly prescriptive.

Notes:

## Rule Making Core Committee March 31, 2014 Communiqué

### What we learned.

- We learned that we all agreed that including the IDEA citations were helpful.
- We learned that additional input from the field is needed before suggesting timelines for the Child Find process.

### What we accomplished.

- We worked as a group to define Child Find and Screening.
- We developed three drafts of suggested rules to be put into a cross walk format that can be disseminated to the other groups for input.
- We reviewed and discussed the emails received at the ADE website and determined that ADE will respond with a "Thank You". Specific responses will be generated with Angela's input. The email referencing an ESS Specialist will be taken by Lisa Aaroe.
- Beth will be sent the three documents and put them in a crosswalk format to be disseminated with the communiqué.

### Next Steps:

April 14, 2014 Agenda from 9:00 am - 3:00 pm

- Report back any feedback/anecdotes from the field regarding the cross walk of the Child Find documents of the committee.
- Work in groups to finalize the draft.
- Determine process for gathering information from the Key Participants.

### We Want to Hear from You!

Please send your comments to [AZBoardRuleCommitteeInBox@azed.gov](mailto:AZBoardRuleCommitteeInBox@azed.gov). We look forward to hearing from the community at large, Key Advisors, and Extended Partners on our work to date and future agenda items. These documents along with key documents are posted on the Director's Corner at:

<http://www.azed.gov/special-education/category/directors-corner/>.